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ABSTRACT

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to help trainees understand basic plant and industry waste management activities and issues. The following topics are covered in the module's individual sections: the rationale for training (benefits of training, potential legal issues); training services (services provided by human resources development and total quality departments); formal and informal training (characteristics and appropriate uses of formal and informal training); steps in establishing formal training (determining training needs, requesting training, certifying and qualifying trainees, certifying instructors); potential benefits and limitations of training; vendor-supplied training; subcontractor training; training coordination; and transfer of training. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Contains eight references, a practice test, and test answers. (MN)

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ED 395 165

Waste Isolation Division (WID)
Management and Supervisor Training (MAST) Program

TRAINING AND QUALIFICATION OF PERSONNEL

MAS-129

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TRAINEE INFORMATION

Trainee Name: _____

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A. MODULE INTRODUCTION

Terminal Objective

Upon completion of this module, trainees will understand basic plant and industry waste management activities and issues.

Mastery of the terminal objective will be demonstrated by scoring 80 percent or higher on the module examination.

Training is vital to the successful operation of the Waste Isolation Pilot Plant (WIPP). General Employee Training (GET) is the first order of business for a new employee. Continued training improves employee competence. Superior employee performance yields safe and efficient plant operation.

Ensuring that your employees are well trained is one of your fundamental responsibilities as a manager or supervisor. Training, however, is not the sole responsibility of the manager/supervisor. Nor is it the sole responsibility of the training organization. The responsibility is shared by line management and the training organization. This module shows how that responsibility is shared and why good training is essential.

Module Overview

- Why Train? Regulations, directives, procedures, and instructions for operating the WIPP abound. With all this written information, why is training needed?

- Training Services. Training services and how they are provided for your use.

- Formal and Informal Training. Determining training needs. How to request a training program. Qualification and certification. Certifying members of your staff as instructors or subject matter experts.

- What Training Cannot Do. Something is off in an employee's behavior or performance. Will training help? Maybe, maybe not.

- Vendor-Supplied Training. When vendor-supplied training is

appropriate. How to make sure you obtain quality services.

- Subcontractor Training. Alternatives for ensuring that subcontract employees meet WID qualifications for a task. Training is not the only solution.

- Training Coordination. Why it is a good practice to delegate course scheduling.

- Transfer of Training. Whether WID realizes any benefit from training your employees is, to a great extent, up to you. Your employees can complete the finest training available and fail to transfer any of it to their jobs.

B. WHY TRAIN?

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify reasons why training is important to the WID.
2. Identify potential legal issues associated with training.
3. Given a scenario, evaluate the manager's understanding of why we train.

Tremendous efforts have been undertaken to design the WIPP as a safe facility capable of efficient operation. Procedures have been written to ensure that the plant is operated according to approved design. Job applicants are screened for prerequisite skills before they are hired. Managers and supervisors from a chain of command. Diligent as these measures are, they will not produce competent employee performance without training.

One definition of training, from the Department of Energy (DOE), is "instruction designed to develop or improve job performance." Here are a few reasons why training is important at the WID.

- Trained employees are more *efficient* and *safe*
- Training can open opportunities for an individual and increase the value of the employee to the organization
- Training is required for regulatory compliance

  Many of the regulations under which the WIPP is operated require training. For example, the regulations that implement the Resource Conservation and Recovery Act (RCRA) specify classroom training requirements for employees involved in RCRA compliance activities.

- The complexity of a nuclear facility demands a high level of employee competence

  The required levels of employee performance can be achieved through the development of skills and knowledge. Training furnishes you with tools for measuring and documenting competency.

- Procedures cannot cover all of the skills and knowledge needed to perform complex tasks

  Where are the items described in the procedure located? What is the intended function of each item? What problems are likely to be encountered? What roles do personnel in other sections have in the process?

- Design documents and procedures do not cover all contingencies

  Design discrepancies are sometimes pointed out be performance inadequacies. Some of the knowledge required to perform a task can be transferred from procedures and design documents. Skills, behavior, and other knowledge are transferred through training.

- We want to be successful

  Initial training establishes and verifies a documented level of competency. Further training can improve competency.

- Formal training, whether in the classroom or on the job, creates an atmosphere conducive to learning

  Without formality, the need to produce can overshadow the need to learn; distractions and interruptions can impede effective learning.

- Learning is validated and documented

  Trainees are required to demonstrate knowledge or skills learned. Tests measure trainee performance.

- Training facilitates discussion

  Discussion is an important part of classroom instruction and other forms of formal training. When trainees question a method or system, more efficient or safer methods often result. For example, discussion can lead to the addition or deletion of a step in a procedure. Or, a safety shortcoming can come to light. In this regard, discussion is vital to improving performance.

Learning can take place outside of the classroom and without formal structure. However, formal training can demonstrate that learning is taking place, that the learner's interest is held, and that experience is provided in the application of concepts. Improved job competence benefits the customer, the employee, the manager/supervisor, and the organization.

Potential Legal Issues

Lawsuites involving workplace training programs are becoming more common in the U.S. In some cases, injured parties claimed that inadequate training failed to prevent them from harm. The existence of such lawsuits underscores the importance of training for safety. Identify foreseeable hazards. Ensure that you employees are trained in safety precautions to minimize the potential for injury. Identification of workplace hazards is covered in MAS-123, Industrial Safety. Training programs based on detailed task analyses include foreseeable job hazards. As a manager or supervisor, it is important for you to follow up on employee training to ensure that safety skills and behavior are being used in the workplace. Help employees transfer new learning to the job through coaching, if needed.

CRITICAL INCIDENT
EFFECTIVE BEHAVIOR

Occurrence: A new manager took over a department in which training was inadequate. The manager worked with the training organization to establish a model training program.

Impact: The program was recognized by the DOE as a cost-plus award fee achievement.

Lesson learned: Assume ownership of your training program.

CRITICAL INCIDENTS
INEFFECTIVE BEHAVIOR

Occurrence: In front of a group of his employees, a manager told an instructor, "I'll attend the training, but you can't teach me anything I don't already know." After the course, the manager indicated (while no employees were around) that he learned a lot in class.

Impact: The manager's unfounded criticism created the misperception among his employees that there was nothing to learn in the course.

Lesson learned: Employees should be encouraged to learn, not discouraged. Off-handed remarks from a manager affect attitudes.

Occurrence: A reportable even occurred. The responsible manager did not notify the Central Monitoring Room (CMR). One of the manager's employee's complained, "We know how to handle these events, but he (the manager) doesn't even bother to learn how. he's going to get us in trouble." The manager had not attended the occurrence reporting course.

Impacts: 1) The event was not reported as an occurrence until days later, in violation of reporting rules. 2) The manager lost credibility in the eyes of his employees.

Lesson learned: Managers are not exempt from training.

Occurrence: A secretary told an instructor, "My manager lets me sign up for the office skills enhancement courses, but then he cancels me out each time at the last minute. He says he can't operate around here without a secretary."

Impact: The secretary was prevented from becoming more effective at skills that her manager could not do without.

Lesson learned: Training cannot help you improve performance if you do not allow your employees to attend.

C. TRAINING RESOURCES

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify services provided by Human Resources Development and Total Quality.

2. Given a scenario, evaluate the manager's effectiveness in using site training resources.

Training services for the WID are provided by the Human Resources Development and Total Quality (HRDTQ) Section. You are responsible for seeing that your employees are adequately trained; HRDTQ establishes training programs and provides training services.

Professional development training, such as MAST, is developed and implemented in HRDTQ. Technical training is developed and implemented in Technical Training, which is part of HRDTQ.

Basically, HRD&TQ analyzes, designs, implements, and evaluates training. The section performs the following:

- Develops training to comply with requirements from DOE orders and regulatory agencies
- Maintains training records
- Provides assistance in instructional design to departments and sections that require specialized training
- Administers the qualification and requalification of employee credentials
- Develops non-technical training in areas such as professional development and administration
- Ensures the effectiveness of technical training and professional development programs by monitoring instructional materials, classroom performance, and trainee evaluations
- Evaluates vendor training to ensure compliance with WIPP training policies and regulatory requirements

Joint Approval of Training

When you request training per the "How to Establish Formal Training" section of this module, HRD&TQ provides the needed services.

When training is developed for your department or section, you become part owner of the resulting program. The training organization approves instructional design; your organization approves the technical content. Two signatures are required, yours and one from training management. This is true whether the technical content is based on expertise from the training staff or from your staff.

If you review a training program for approval, ensure that it accurately reflects the design basis (procedures, plant specifications, safety rules), if applicable, and adequately meets the need for which it was developed.

D. FORMAL AND INFORMAL TRAINING

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify the characteristics of formal training.
2. Identify appropriate uses for informal training.
3. Given a scenario, evaluate the manager's effectiveness concerning the use of formal and informal training.

The definition of training as instruction designed to develop or improve job performance leaves room for discretion; both informal training and formal training can improve job performance.

Whereas classroom instruction in a school may deal with basics such as math and science, formal training at the WIPP is performance-based; there is a desired performance outcome applicable to a job or task. The success of this approach has been demonstrated in several industries.

Elements of Formal Training

In formal training, the needs of the job dictate the required training for the job. Good formal training includes the following characteristics:

Performance-based training includes the following characteristics:

- Analysis

  Many factors can contribute to performance problems that cannot be solved by training. A *needs* analysis involves knowledgeable personnel who are aware of the requirements of the job and the necessary level of performance. This analysis determines whether a need for training exists.

  A *job* analysis determines the specific tasks critical to competent performance of a job. These tasks may be frequent, repetitive, important, difficult, or error-prone. It is this analysis that provides the basis for training objectives.

Each *tasks* are analyzed to determine the knowledge and skills necessary perform the task. This analysis can identify problems associated with the performance of a task, such as a missing instruction.

- Design

  Information from the analyses are used to develop terminal objectives in accordance with training standards. Skills and knowledge associated with a task are translated into enabling objectives. Objectives guide the development of training materials and exams.

- Development

  Lesson plans, guides, training aids, and student materials are prepared and reviewed for technical and instructional sufficiency. Reviews are documented.

- Implementation

  Training is planned and scheduled. Training is conducted by qualified instructors.

- Documentation

  Actions taken and decisions made during formal training development are documented. This facilitates modification and revision as well as creating an audit trail. For audit purposes, it is critical that the documentation include the rationale behind each decision made in development and modification.

- Evaluation

  Feedback from students, supervisors, and instructors is reviewed. If warranted, training is modified. The following are specifically evaluated for adequacy:

  -Content
  -Examination
  -Presentation
  -Documentation
  -After-training job performance

Formal training is not necessarily conducted in the classroom. It can include on-the-job training (OJT), self study, audio-video, computer interactive training, and others. Whatever the medium, it is important that:

- Training is based on performance

- Training objectives are defined
- Knowledge is tested and skills are demonstrated
- Training standards are adhered to
- Development of training is documented
- Post-training performance is evaluated
- Records are kept
- Feedback is obtained and analyzed

Informal Training

Much of your behavior as a manager or supervisor qualifies as informal training. This includes the following:

-Required reading
-Counseling
-Mentoring
-Pre-task meetings
-Safety discussions
-Walk-throughs with employees
-Seminars
-Conferences

Coaching or talking about ways to improve performance can reinforce formal training. However, informal training must not be substituted for formal training; there is no way to adequately verify that the training took place. Also, there is no way to assure the quality of informal training.

Many tasks can be learned on the job without formal training. These tasks can be determined through analysis. Even jobs that require extensive formal training include tasks for which no formal training is required (routine paperwork is one example).

When to Use Formal Training

Use formal training to meet regulatory requirements for training. You should also use it for jobs and tasks that are important for safety reasons or for efficient plant operation. This includes all circumstances under which training must be verifiable. If you are unsure whether formal training is needed for a job, ask an instructor.

Many jobs at the WIPP require little duty-specific training. In soliciting for a scientist, for example, you may specify that applicants already possess the desired professional skills. An informal orientation to the workplace and GET may be all that is required for the new scientist to begin producing.

Alternatively, jobs that directly affect safety and operating efficiency require extensive duty-specific training. The training must be based on approved plant design documents and be documented sufficiently to provide an audit trail.

Training for Performance

Performance-based training includes the following characteristics:

- The body of knowledge, skills and behaviors required to perform a job is systematically determined.
- Learning activities are designed to help trainees acquire the desired knowledge, skills and behaviors.
- A method is developed for evaluating the trainee's understanding of the information given and validating that the trainee can perform the job as trained.

If one of your employees completes training as a Site-Generated Hazardous Waste Worker, for example, you can expect that he or she will be able to perform hazardous waste tasks.

DOE Order 5480.18, "Accreditation of Performance-Based training for Category A Reactors and Nuclear Facilities," establishes the performance-based training process used at the WIPP. Training is based on analyses of what is needed in the way of task performance. Tasks are analyzed to write relevant knowledge, skill, and behavior statements that describe the desired performance outcome. The task analysis is used to create learning activities to develop trainee competence and to design evaluation activities to verify competence.

The outcome of this process is a lesson plan. The lesson plan, like a controlled plant procedure, is based on approved plant design documents. Approval is required by a training manager as well as a manager knowledgeable in the subject of the lesson. Once approved, the lesson plan becomes the accepted teaching plan for a given body of training. It documents the scope and sequence of material to be presented in a training session, regardless of who conducts the training. The plan is followed to ensure that the documented content of the course is delivered to each trainee.

Were the instructor to stray from the lesson plan, trainees could receive incorrect or unacceptable instruction.

Performance-based training offers the following advantages:

- Training can be controlled by management

  Because measurable objectives are established and performance is evaluated, the resulting performance can be measured. If needed, the training program can be adjusted based on performance objectives.

- Only those elements required for proper job performance are included
- Systematic analysis of performance needs encourages teamwork by creating a framework for the effective use of employee know-how

Accreditation and Qualification

Accreditation applies to a training program that has been formally recognized as having met all 14 criteria established by DOE 5480.18A as characteristic of well-developed, performance-based training. Currently training is being developed for accreditation for several job positions. This includes training for waste handlers, health physics technicians, maintenance technicians, and other jobs associated with radiological safety. Accreditation status means that the training demonstrates sound analysis, design, development, implementation, and evaluation. The DOE and Technical Training determine whether a job is included in the Training Accreditation Program (TAP).

CRITICAL INCIDENT
EFFECTIVE OR INEFFECTIVE BEHAVIOR

Occurrence: A manager frequently visits employees. During these visits, the manager counsels, demonstrates how things work, and tells how the organization works. These visits are not part of a training program; they are informal training.

Impact: The manager's employees are knowledgeable about workplace issues, how to perform or not perform routine tasks, how the organization functions, what has worked in the past, and what has not worked. Employees are better able to function on their own.

Lessons learned: Do not underestimate the value of informal training as a means to enhance knowledge, especially in lower echelon employees.

E. HOW TO ESTABLISH FORMAL TRAINING

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify good practices for establishing formal training.
2. Identify practices to avoid in establishing formal training.
3. Given a scenario, evaluate the manager's effectiveness in establishing formal training.

The responsibility for training is a shared one, part Human Resources and part yours. As a manager or supervisor, you are responsible for seeing that your employees receive the training needed to perform their jobs in a safe, competent, efficient manner. Training services are provided by HRD&TQ. It is up to you to see that the services are used efficiently.

Determining Training Needs

For jobs not included in TAP, training needs are determined by the cognizant manager. Existing training for your group may suffice. However, a change in duties may call for a reassessment. Once you determine the training needs for a job position, the training staff can help develop a program to meet those needs.

Training needs can be determined from several sources:

- Training specifically required by regulations or DOE orders

  For example, classroom instruction is required by law for certain workers at the WIPP under the Resource Conservation and Recovery Act (RCRA).

- Industry standards

  Each professional discipline has established standards for training. These usually are endorsed by a professional association or a nuclear industry organization.

- Professional contacts

  What training is provided for similar jobs at another DOE site? Is there a benchmark training program?

- Training management

  Advice regarding what works well for other organizations can be obtained from the manager, Technical Training, or the manager, Human Resources Development and Total Quality.

Once you determine the knowledge, skills, and behaviors needed for a job, a source of expertise must be determined. Who can best provide the needed expertise? This could include a qualified member of the training staff, a subject matter expert on your staff, or a vendor.

Usually, passing expertise from experienced members of your staff to those with less experience provides the best job training. This is documented using OJT, qualification cards, and certification cards. If appropriate, a member of your staff can be trained as a classroom instructor.

Requesting Training

Like procedures and plant drawings, training programs reflect the approved WIPP configuration. For this reason, it is important that requests to change or develop training programs be documented.

If an event or document has an impact on configuration, the impact needs to be evaluated by Technical Training. An existing program may need to be changed, or anew program may need to be developed. Any of the following can have an impact on training:

-Regulations or directives
-Vendor information
-Unusual occurrence reports
-Procedure changes
-Industry events
-Engineering Change Orders

If you become aware of a document that will impact (or could impact) the WIPP configuration in your area of responsibility, forward a Configuration Impact Assessment Form (TP 035-2) to Technical Training.

Instructions for requesting course development are found in WP 14-TR3102, "Requesting and Scheduling Training."

If the need for training is due to a discrepancy in the performance of a job, an analysis of the need for training may be necessary. If the need for training originates from a regulatory source such as a DOE order or a federal regulation, needs analysis is not required. The analysis is performed by training personnel, with assistance from personnel close to the subject.

The following sequence is used to analyze the need for training:

- Specific symptoms of the problem are clearly identified.
- Possible alternative causes are listed.
- Each alternative cause is investigated until it is either eliminated or confirmed as contributing to the problem.

The analysis may show training as part of the solution, all of the solution, or not part of the solution. A training manager will review the results of the analysis with you.

In many instances, you may wish to conduct your own analysis. Refer to the "What Training Can and Cannot Do" section of this module for information on resolving individual performance discrepancies.

Certification and Qualification

Certification and **qualification** are similar terms. The process of verifying that an individual possesses the knowledge and skill to accomplish a specified task is qualification. The process of verifying and recording that specific qualification requirements have been met is certification.

Certification is required for jobs that impact waste handling operations; it may be used for other jobs for which extensive training is required for competent performance. Certification is desirable for health physics technicians; it is not desirable for clerks. Department managers are responsible for identifying positions within their departments that require certification.

The objectives of qualifying and certifying personnel are to ensure that employees:

- Are trained to competently perform their jobs
- Achieve and maintain a high level of proficiency through continuing training, requalification, and recertification

A certification card, developed by the responsible manager with help from Technical Training, gives the scope of the certification, formal course attendance requirements, entry level requirements, and prerequisites. Completion of an oral certification board is required, as is approval by the appropriate department manager. The board consists of an individual certified on the subject job position, the examinee's supervisor, the examinee's manager, and a member of the training staff. The board is named by the examinee's manager. For details, see WP 14-TR3302, "Conduct and Administration of Certification Boards."

Qualification cards are also developed by the responsible manager. The card gives the purpose of the qualification, prerequisites, practical performance requirements, references, and required reading. Performance requirements are approved by a subject matter expert. Qualification is validated by the cognizant manager and member of the training staff.

Requirements for certification cards are found in WP 14-TR3306, "Certification Programs." Requirements for qualification cards are found in WP 14-TR3307, "Qualification Programs." Once an individual becomes certified or qualified, the individual must complete specified requirements to recertify or requalify at least every two years.

These programs provide formal controls for OJT. For information on how to establish, conduct and monitor OJT, see MAS-121, "Conduct of Operations."

DOE Order 5700.6C, "Quality Assurance," states that qualification requirements should be established for specific job categories, including the following:

-Operators
-Designers
-Managers
-Supervisors
-independent assessors
-Inspectors
-Welders
-Engineers
-Scientists

Training for qualification should ensure the following:

- The worker understands the processes and tools he or she uses
- The scope of variability in those processes and tools
- The extent to which the worker is able to control variability

Instructor Certification

The job of instructor involves more than the ability to make a presentation. The instructor must be able to present instructions, concepts, theories, models, feedback, and data in a manner that enables others to understand. The instructor must also be able to see what is happening with an individual or group and be able to respond to cues such as silence or changed vocal tone. Most formal classroom training is conducted by the training organization; most of your organization's needs for classroom training are met by HRD&TQ. However, many certified instructors work in the departments and sections where their expertise is applied. For example, a classroom instructor who trains employees in the use of software is on the Information Technology Resources staff. There are three levels of instructor certification, each with different requirements:

- Level 1, Subject Matter Expert

  Subject matter experts conduct on-the-job training. They also verify that trainees complete qualifications to operate equipment or perform a task specified on a qualification card. The subject matter expert is not qualified to conduct classroom training. All formal on-the-job training is conducted by line organizations.

- Level 2, Classroom Instructor

  Level 2 instructors develop and conduct formal classroom training. If needed, instructor training is provided by Technical Training. This certification is independent of the level 1 certification; if a subject matter expert will be required to conduct classroom training, he or she must qualify for both certifications.

- Level 3, Evaluator

  Level 3 instructors evaluate classroom and on-the-job training. They also develop performance-based training in accordance with WP 14-TR3001, "WIPP Training Model." one of the prerequisites for Level 3 certification is certification as a Level 2 instructor.

In establishing or revising a formal training program, it is a good practice to qualify key individuals as certified instructors. Key employees are one of your best sources for the knowledge and skills needed to improve the competency of other employees. In many instances, training provided by a professional instructor will suffice.

In other situations, it will be more efficient to certify a member of your staff as an instructor. Instructions for doing so are found in WP 14-TR3305, "Instructor Certification."

Good Practices

- Keep abreast of directives and regulations that affect your employees' duties
- Give Technical Training advance notice of any change in duties, directives, or regulations that affects existing training for your employees

  Training can be revised sooner if advance notice is given.
- If there is a change in duties for a job, reassess training needs
- Use formal training to pass expertise from more experienced staff members to those with less experience
- Use required reading, coaching, and pre-task discussions to reinforce lessons learned in training
- If extensive training is required for competent performance of a not-certifiable job in your area, consider establishing a certification program for that job

  Certification and recertification assures that a high level of proficiency is achieved and maintained.
- In establishing or revising a formal training program, see that key individuals in your area are certified as instructors

  Key employees are one of your best sources for the knowledge and skills needed to improve the competency of other employees
- When and employee completes training, informally ask the employee to explain what was learned

  Ensure that concepts learned in the classroom are transferred to the job.

Practices to Avoid

- Substituting required reading, coaching, or pre-task discussions for verifiable training.

  There is no substitute for formal training. The above methods of informal training provide no verifiable assurance that learning has taken place. If training must be verifiable, establish formal training.

- Relying entirely on HRD&TQ to keep abreast of training requirements for your area

  In most instances, you or someone on your staff will have superior access to advance regulations, directives, and professional trends that require changes to your training program.

- Falsifying training records

  When you sign a training record, make sure that what you are approving has actually occurred. Make it a signature, not an autograph.

- Taking no action on a known training requirement

  The requirement will not go away. Pro-action or early compliance protects you and the WID from noncompliance.

CRITICAL INCIDENT
EFFECTIVE PERFORMANCE

Occurrence: A manager of a section that was not part of TAP decided to establish formal training. "We want a training program that is going to be recognized as the best there is for our specialty," the manager said.

Impact: The use of qualification and certification programs pleasantly surprised auditors.

Lesson learned: Formal training can be highly effective when used for jobs for which it is not required.

CRITICAL INCIDENT
INEFFECTIVE PERFORMANCE

Occurrence: A supervisor signed a document indicating that he observed an employee perform a required training practical exercise, knowing full well that the employee had not, in fact,

performed the exercise. The supervisor assumed that no one would catch his indiscretion. The supervisor was wrong.

Impact: The supervisor was disciplined (given time off). Falsification of records is punishable by time off or termination.

Lessons learned: 1) Do not falsify any record; you will be caught sooner or later. 2) Do not tolerate record falsification within your organization.

F. WHAT TRAINING CAN AND CANNOT DO

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify possible causes of poor employee performance.
2. Identify circumstances under which training is an appropriate solution to poor employee performance.
3. Given a scenario, evaluate the manager's effectiveness in analyzing poor job performance.

More often than not, discrepant employee performance is due to some cause other than lack of training. When an employee's job performance does not meet your expectations, training may or may not help. It is important to analyze the discrepancy between desired performance and actual performance before taking action. Analysis may show that training can help. However, the discrepancy may be related to faulty equipment, poor design, inadequate procedures, employee attitude, or many other reasons. If training is provided as a solution to a non-training problem, the discrepancy will still exist. Resources will be wasted. Before acting, analyze the discrepancy as follows:

1. Define the problem in specific terms.

   "Employee is under-qualified" is not specific enough. "Employee often finds circuit panel work confusing" is better. What specific event or behavior made you think the employee's performance was poor? Be precise.

2. Decide whether the poorly-performed task is important.

   What is its cost? What would happen if you left the discrepancy alone? Employee dress is an example. You wish one of your employees would not wear shorts to work. However, there is no regulatory reason, procedural reason, or safety reason for the employee not to wear shorts. The behavior, if allowed to continue, will have no consequence. Ignore unimportant discrepancies.

3. Decide whether the poor performance is due to equipment or design.

   Is the system configured according to design? Are components missing? Were there errors in assumptions used for design? Is maintenance adequate? Was the operating environment considered in the original design? Are environmental conditions conducive to good performance (lighting, work space, clothing, noise, ambient temperature)? Is the equipment labeled sufficiently? Are tools readily available?

4. Decide whether supporting documents are adequate.

   If the task is performed according to procedure, is the procedure complete? If a plant drawing is used, is the drawing accurate?

5. Is there sufficient time to prepare for or perform the task?

6. Decide whether the employee is deficient in skills or knowledge.

   What are the skills required for the job? Basic skills? Job specific skills? Could the employee perform if really required to do so?

   - If there is a skill deficiency:

     - Is the deficiency a development? Was the employee once proficient in this skill?

       If the skill is used infrequently, arrange practice. If the skill is used often, arrange feedback to improve performance.

     - If the employee has never demonstrated proficiency in this skill, consider instruction. Can you show the skill to the employee in lieu of formal training? Is a procedure needed? Will on-the-job training suffice? If the task requires quality assurance, arrange formal training.

   - If there is no skill deficiency (the employee could perform the task if really required to do so):

     - Is performance of a task or routine obstructed?

       Work that requires concentration is difficult to perform when there are many distractions. A constantly ringing phone becomes an obstruction. Clerical work imposed on professionals can impede

professional tasks. More training in the appropriate duties will not alleviate this problem. Clerical staff needs to be assigned to allow the professional staff to attend to professional tasks unimpeded.

- Is the employee aware of your expectations for job performance? Telling the employee exactly what is expected may be all that is needed to improve performance.

- Is the employee rewarded for nonperformance?

  Rewards can come in the form of esteem from co-workers. A firefighter who dashes into a burning building with no breathing apparatus and lives gains status as a smoke-breather. He gets more attention for unsafe behavior than for safe behavior. It is up to the supervisor to change the equation so that those who wear breathing devices gain status.

  If your employee is rewarded for nonperformance, restructure the routine so that performance is rewarded.

- Is there any consequence to the employee for nonperformance?

  One way to change employee behavior is to arrange a positive consequence; a favorable outcome that has value to the employee.

- Is there unfavorable consequence to the employee for performing as desired?

  Is the task unpleasant? Exasperating or frustrating?

7. Is there a simpler way of accomplishing the same thing?

   If so, change the job requirements or arrange on-the-job training.

8. Does the employee show the potential to bridge the discrepancy? Is the employee trainable? Overqualified for the job?

   If not, would the employee do well in another position? Is Human Resources assistance appropriate?

6. Is the discrepancy caused by off-job problems?

Some solutions that you arrive at through analysis may be impractical. Frustration based on behaviors or methods outside of your influence, for example, can be more difficult to alleviate than the effort is worth. Other solutions may be beyond your resources, such as providing vendor training for a large group.

If your solutions are all beyond your resources or are unfeasible, see if the problem can be broken down into parts. Can one part of the problem be solved? Will your group benefit if only a few employees attend vendor training?

The list above is not exhaustive. The intent is not to provide a flow chart for solving all employee performance problems; rather, to show how training fits into the analysis. Of more than 17,000 occurrences reported to the DOE's Occurrence Reporting and Processing System by mid-1993, only 423 identified lack of training as a root cause. Training imparts knowledge, skill, and behaviors; however, training alone will not cure most performance discrepancies.

CRITICAL INCIDENT
EFFECTIVE PERFORMANCE

Occurrence: An employee was experiencing sever personal problems. The employee's manager decided that the way to improve the situation was to send the employee to a training course on coping with personal problems.

Impact: Training was not the most effective means of addressing the problem. Money was wasted.

Lessons learned: Employee personal problems should be addressed through the Employee Assistance Program. Training is not a remedy for all difficulties.

Occurrence: A plant process was rife with problems. Without adequate analysis beforehand, a manager decided to address the problems by training.

Impact: Because the problems were of a process nature, the resulting training only raised more problems with the process. Mutiny in class resulted.

Lesson learned: analyze problems before deciding on training as a solution.

G. VENDOR-SUPPLIED TRAINING

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify good practices for vendor-supplied training.
2. Identify practices to avoid for vendor-supplied training.
3. Given a scenario, evaluate the manager's effectiveness concerning vendor-supplied training.

Training conducted by any organization other than the WID is vendor training. If it is not in-house training, it is vendor training. This includes:

-Sending people off site
-Bringing a course to the WIPP
-Training conducted by other DOE sites

A vendor may offer superior expertise, training efficiency, or cost efficiency. Any decision to use vendor training should be made with the concurrence of the manager, Technical Training, or the manager, HRD&TQ. All requisitions for the purchase of vendor training must be signed by the manager, HRD&TQ. Before telling employees that they may attend off-site training, get an okay from the manager, HRD&TQ.

Vendor training is evaluated using WP 14-TR3007, "Selection and Evaluation of Vendor Training." The evaluation establishes goals, expected benefits, personnel required to attend, and justification for the training. To be considered formal, off-site training must meet the same requirements as in-house training regarding records and compliance with site standards; the training is administered in accordance with WIPP training policies and procedures. If the training is informal, such as a skills enhancement course, training managers ensure the effective use of training expenditures.

Good Practices for the Use of Vendor Training

- When vendor training is desired, notify a training manager prior to contacting a vendor or taking other action

- Before arranging to send a number of people off site for training, determine whether a savings could be realized by bringing the training to Carlsbad

- When employees are to be sent off-site for training, structure the program so that only a few exempt employees attend

  Often those who attend can share what they learned with others once they return, through OJT or other means.

Practices to Avoid

- Requesting formal training that is not performance-based

- Sending non-exempt employees to training that requires considerable travel

  To do so raises issues such as whether the non-exempt employees should be paid for time spent away from home.

- Using training as a perk

- Requisitioning out-of-town training because the requesting employee has relatives or friends at the out-of-town location

CRITICAL INCIDENT
EFFECTIVE BEHAVIOR

Occurrence: In arranging vendor training for 30 employees, a manager weighed the cost of sending participants to San Diego against the cost of bringing two instructors to Carlsbad.

Impact: The comparison showed a savings of nearly $33,000, reducing the cost of training by 77%. In addition, participants did not have to take as much time off from work to attend the training in Carlsbad.

Lessons learned: Sometimes, dramatic cost savings can be realized by hiring instructors to conduct vendor training in Carlsbad instead of at a faraway location.

CRITICAL INCIDENT
INEFFECTIVE BEHAVIOR

Occurrence: A manager registered one of his non-exempt employees for an off-site training course. A registration fee was required for the course. During the trip authorization process, the manager, HRD&TQ, refused to approve the training because feedback form others who had attended the course was extremely unfavorable. The manager then went to the general manager to seek authorization to send the employee to the course. The general manager refused to grant the authorization.

Impacts: 1) The employee, who was not permitted to attend the course, was disappointed. 2) The registration fee was forfeited.

Lessons learned: 1) Obtain required approvals before making commitments to employees. 2) Check with the manager, HRD&TQ, about the quality and value of unfamiliar off-site courses before enrolling. This will help you avoid spending funds on training courses that have little or no impact on employee behavior.

H. SUBCONTRACTOR TRAINING

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify alternatives for assuring subcontractor abilities.
2. Identify good practices for subcontractor training.
3. Given a scenario, evaluate the manager's effectiveness concerning subcontractor training.

If a task requires certification or qualification, the person who performs the job must meet the applicable certification or qualification requirements. If the performer is a subcontractor, it is the responsibility of the cognizant manager to see that the necessary certification or qualification requirements are met before the task is performed. One way to meet this requirement is to provide a Westinghouse-qualified individual to supervise the work of employees who do not meet task requirements.

Subcontractors should not complete a WID qualification program unless there is no other alternative. It is more efficient to pre-qualify subcontract employees, if possible. Training needs of temporary personnel should be determined as part of the procurement process.

Instructions for assuring subcontractor abilities are found in WP 14-TR3502, "Training Requirements for Subcontractor Personnel." Alternatives include:

- Obtaining a waiver based on the employee's equivalent experience, training, or education

  The waiver must be approved by the cognizant manager and a training manager per WP 14-TR3401, "WIPP Training Records."

- Satisfactory auditing subcontractor records relating to the necessary qualification or certification

- Documenting a previous verification by Westinghouse within two years of the subcontractor employee's ability to perform the desired task safely and efficiently

- Successful completion by the subcontractor employee of those segments of the Westinghouse qualification program that pertain to the task

The method chosen for assurance must be documented per WP 14-TR3502.

If you procure subcontractor personnel, you are responsible for ensuring that they meet training requirements for facility access. These requirements are detailed in MAS-127, "Industrial Safety."

Good Practices for Subcontractor Training

- If a task has a qualification or certification requirement, ensure that the requirement is met before initiating the task
- Determine training needs early in the procurement process
- Exhaust alternatives for meeting qualification and certification requirements before requesting training
- Document assurance of subcontractor abilities
- If site access training or other on-site training is necessary, arrange the training before the subcontract employee arrives

Practices to Avoid

- Allowing subcontract employees to bypass qualification, certification, or safety requirements
- Sending a subcontract employee through a WID qualification program without exploring other alternatives
- Waiting until after a subcontract employee is on site to determine training requirements
- Enrolling a subcontract employee in a WID training program that does not meet a specific subcontract requirement

I. TRAINING COORDINATION

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify good practices for training coordination.
2. Identify practices to avoid for training coordination.
3. Given a scenario, evaluate the manager's effectiveness in training coordination.

Arranging a course for your employees can be as easy as phoning the manager, Technical Training, and telling your employees of the training date. Or it can be complicated.

It is a good practice to designate an individual in your section to coordinate training. It is your responsibility to ensure that required training is completed on schedule. A designated coordinator can help by scheduling individuals for training.

Some refresher training, such as RCRA-required training, must be completed every year to meet regulatory requirements. If the employee does not complete the training on schedule, the regulations have been violated.

If your organization has certification programs or qualification programs, here are some responsibilities that you may wish to delegate to a training scheduler:

- Scheduling refresher training as needed

  Technical Training does not notify each trainee that a refresher is due.

- Seeing that trainees meet course prerequisites

- Coordinating schedules

  Who will perform the employee's duties while he or she is in training? Can a group be sent from your section? IS an instructor available for the desired dates? Is attendance limited?

- Ensuring that employees attend

  If an employee cannot attend scheduled training, Technical Training should be notified as early as possible. Perhaps another trainee can attend in your employee's place.

- Ensuring that training requirements are met by subcontract personnel

- Scheduling each employee for annual General Employee Refresher Training

- Requesting that a needed course be scheduled in an upcoming month

  For example, if 15 people in your area need a RCRA-required refresher course sometime in the next eight weeks, your training scheduler can ask Technical Training to put the course on next month's calendar.

If you have no technical training need, you still are responsible for ensuring that each of your employees completes General Employee Refresher Training every 12 months. Employees who do not complete the training on schedule can be denied unescorted access to the site.

Good Practices for Training Coordination

- Delegate scheduling

- Remind employees of scheduled training ahead of time

- Keep track of required refresher/requalification training for each of your employees

  Ensure required refresher/requalification training is completed before it is due.

- Try to schedule groups of employees for training instead of scheduling one by one

- Schedule training as soon as feasible

  Technical Training distributes a course calendar once a month that covers training for the upcoming month. Employees may be scheduled for training as soon as a course appears on the calendar. Some courses fill up early.

- Set an example by attending required training

  You cannot expect you employees to embrace training if you do not.

- Attend non-required training attended by your employees when:

  - A majority of your employees will attend the course
  - Your support is important to the success of the course
  - Your reinforcement is needed to ensure that employees apply skills or concepts learned in the course on the job
  - You need the skills or concepts taught in the course

Practices to Avoid

- Leaving it to each individual to schedule his or her training

  You are responsible for seeing that employees complete required training on time.

- Depending on Technical Training to notify you when refresher training or requalification training is due

  Notices of some refresher due dates are sent out by Technical Training twice a year as a courtesy to managers.

- Skipping employee training

  Managers and supervisors are employees, too.

- Asking for a course to be taught immediately to fill a vacancy in your schedule

  This is not a reasonable proposition. Even simple courses require advance preparation of student materials. lesson plan review, and scheduling of a qualified instructor.

- Bemoaning training as an interruption of work

  A big part of training is the transfer of desired attitudes and behaviors. Training helps you perform better by improving the competency of your employees.

- Scheduling too many employees for training at once

  Do not leave important posts unattended. Arrange for employees to cover for those who must attend training.

CRITICAL INCIDENT
EFFECTIVE BEHAVIOR

Occurrence: A section received early notice of a forthcoming DOE order that would affect training. The section discussed the forthcoming order with the training organization. A training program was developed ahead of time.

Impact: When the DOE order was issued, WID was in immediate compliance.

Lessons learned: Money and resources can be saved by responding pro-actively to forthcoming directives or regulations; it pays to avoid a rush.

CRITICAL INCIDENT
INEFFECTIVE BEHAVIOR

Occurrence: A manager asked the manager, Technical Training, to arrange a class that day for a crew of employees who were unexpectedly idled.

Impact: The manager, Technical Training, could not honor the request because there was insufficient time for an instructor to prepare the class.

Lessons learned: Just because a course is available does not mean that it requires no preparation. Time is needed to prepare student materials, update the lesson plan, and organize instruction.

Occurrence: Because he was busy at the time, a manager failed to inform a newly hired employee of required training.

Impact: Several weeks later, the manager directed the employee to perform a series of tasks underground. The employee could not go unescorted because she had not completed the required training. The next training was not scheduled until the next month; effective use of the employee was lost for one month.

Lessons learned: 1) Prior to bringing a new employee on board, establish an individualized training schedule. 2) Present the individualized training schedule to the new employee on the employee's first day of employment.

Occurrence: In response to an audit finding, a manager committed to the DOE that certain training would be conducted for all site employees by a specified date. The commitment was made without consulting HRD&TQ or Technical Training.

Impact: When the manager notified HRD&TQ of the commitment, he found that instructors and resources were unavailable to support the commitment. Other commitments were already scheduled. The DOE commitment date was missed.

Lesson learned: Obtain HRD&TQ approval before committing training manpower and resources.

Occurrence: A manager insisted that training of his employees was entirely the responsibility of HRD&TQ. He, therefore, never involved himself in training his employees and remained unaware of their training requirements.

Impact: The manager's employees did not complete required training until the general manager asked the manager if his employees were ready to support the facility opening. They were not.

Lessons learned: 1) Training is a joint function of line management and HRD&TQ. 2) The ultimate responsibility for ensuring that an employee is trained rests with the employee's manager.

Occurrence: The names of four employees appeared as no-shows on a monthly training attendance report. Unaware that they were scheduled for training, the four asked HRD&TQ why their names were on the list. A check of records revealed that their manager had signed them up. "He didn't tell us about this," the employees said. "I guess I forgot to tell them," the manager said. "Can you schedule a special class for them? They need it to complete their certification."

Impact: Time and resources were wasted in providing a duplicate course for the employees.

Lesson learned: When you schedule training for an employee, ensure the employee is aware of the schedule.

J. TRANSFER OF TRAINING

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify good practices for transfer of training.
2. Identify practices to avoid for the transfer of training.
3. Given a scenario, evaluate the manager's effectiveness in providing for the transfer of training.

Training is ineffective unless the desired behavior, knowledge, and skills are transferred to the workplace. It is not enough to admonish employees to apply what they learn in training. Admonishing your employees to "work safely" will not result in safe work practices. Without proper attention to transfer of training, neither will the formal demonstration, discussion, and evaluation of specific safe behaviors.

Nationwide, it is estimated by one study that not more than 10% of industry training expenditures result in transfer of training to the work setting. There are many reasons why good training does not automatically result in good performance. What if your employees learn a new way of performing a task, but they are content to perform it the old way? Trainees must be motivated to change job behavior.

The endeavor to transfer training begins before training starts. The employee must perceive the training as valuable and be open to new ways of performing tasks. Your involvement is essential both before and after training.

Good Training Transfer Practices

- Be selective in deciding who to train

  Send only those who have a need for new knowledge or skills in their jobs. Include cross-training candidates, if desired.

- Brief trainees on the importance of the training and how it applies to their jobs

  Tell employees how the course is relevant, why it is likely to improve their job skills, and how it is expected to produce a payoff for the organization. Employees are much more likely to be attentive, open to learning , and willing to apply what is learned when you champion their course.

- Arrange for future trainees to meet with someone who already has effectively used the training

  Prior trainees can provide helpful information on how to adapt the training to meet workplace needs.

- Encourage employees to attend

  The employee needs to view the assignment in training as equal in importance to a work assignment. Make it clear that attendance is mandatory, not optional. It is important for the trainee to know in advance why he or she is attending the training. It is important for the trainee to know "What's in it for me?" before training begins.

- Arrange workloads so that participation in training will not be interrupted

  Establish a policy: there will be no interruptions during training. In a classroom, interruptions distract the entire class. If messages are delivered to a trainee, the trainee may feel compelled to answer the message promptly, whether or not a prompt response is warranted. If you allow interruptions, training may be sacrificed whenever "something important" comes up; your employee will not complete the training.

- If necessary, transfer assignments to others

  Some employees are reluctant to attend training because they expect to face a mountain of work when they return to their jobs. Instead of being open to learning, they are depressed at the prospect of work piling up in their absence.

- Tell the employee in advance that you look forward to discussing in detail what the employee gained and how it will apply to his or her job

- Let the employee know that the degree to which training is transferred will be included in the employee's performance appraisal

  Some people change to new behaviors only if there is a reward for doing so. An improved performance appraisal may be just what is needed. If appropriate, set a performance objective based on mutual expectations for improvement.

- Before the trainee comes back from training, plan to assess the transfer of new knowledge and skills

  Knowing that their performance will be monitored for transfer of knowledge encourages trainees to transfer training to their jobs.

- Debrief the trainer

  How did your employee respond? What went well? How can you help?

- Give returning trainees assignments in which they can apply what they have learned

  Assign returning trainees to tasks that will not only give them the chance to apply what they learned, but will require them to apply it. Obtain the acceptance of the trainee.

- Provide role models

  Employees learn on the job through observation of others. You can control this learning by providing positive role models. An employee returning from training can be assigned to work alongside an experienced employee. You may be the most effective role model.

- Coach returning employees

  Review the highlights of what was learned and how it applies to the trainee's job. Meet one0-on-one t communicate your support for the transfer of training; offer help ("Tell me what I can do to help you apply what you have learned."). Remind the trainee that the application of new skills to the job may not be as easy as it appears at first, that difficulties will be encountered. Coaching is addressed in MAS-111, Personnel Development.

- Use positive reinforcement

  When you see an employee using desired behavior, give the employee a few words of praise. It is especially important to recognize new behaviors.

- If job aids are available and effective, see that they are used

  Mistakes in performing complex tasks sometimes can be avoided through the use of a checklist, schematic, or other job aid. It is up to you to see that job aids are used to advantage. The use of job aids is addressed in MAS-121, Conduct of Operations.

- Continue to monitor work practices

  Over time, employees may lapse into old work habits. Refresher training or discussions can help.

Practices to Avoid

- Sending employees to training for the wrong reason

  Wrong reasons include:

  -A slack workload
  -They need a break from their routine
  -They have friends in the city where the training is conducted
  -The employee *wants* to attend, but has no *need* to attend
  -Training for the sake of training
  -Allocating unspent funds

- Expecting your employees to apply newly learned skills or knowledge without any guidance from you

- Allowing returning trainees to use old, ineffective behaviors

- Waiting until after the training is complete to address transfer of training

- Failing to reinforce newly acquired skills and behaviors on the job

CRITICAL INCIDENT
EFFECTIVE BEHAVIOR

Occurrence: When employees return from training, their manager asks questions. Did any problems come up? of what value was the

training to the employee? how will what was learned help on the job?

Impact: Employees originate answers based on their training experiences. This emphasizes the importance of the training.

Lesson learned: Open-ended questions prompt employees to share what was learned.

K. SMART MOVES--WHAT YOU CAN DO NOW

Here are some things you can do now to make your section/department more effective:

- Review training needs for the jobs in your group.
- Identify your informal training practices.
- Keep abreast of directives and regulations that affect your employees' duties.
- Give the training organization advance notice of any change in directives or regulations that affect your training.
- Analyze poor employee performance.
- When vendor training is desired, talk with a WID training manager before taking other action.
- When procuring subcontract employees, determine their training needs early in the procurement process.
- Unless you have already done so, designate a subordinate to coordinate training.
- If appropriate, attend non-required training attended by your employees.
- Ensure each of your employees completes required refresher training before it is due.
- Arrange for future trainees to meet with someone who has already effectively applied the training.
- Before training, brief your employees on the importance of the training and how it applies to their jobs.
- When an employee completes training, informally ask the employee to explain what was learned.
- Give returning trainees assignments in which they can apply what they learned.
- Use informal training to reinforce lessons learned in formal training.

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M. PRACTICE TEST

1. A manager says, "The main reason we have training is because the law requires it." Is the manger's statement accurate? Why?

   a. YES -- laws such as RCRA require training; without these laws there would be no need for formal training

   b. YES -- all formal training offered by the WID is based on one regulatory requirement or another

   c. NO -- the reason for training at the WIPP is to develop or improve job performance

   d. NO -- regulations do not mandate training

   (B.1)

2. Where is professional development training for the WID developed?

   a. Westinghouse Corporate in Pittsburgh

   b. DOE-Albuquerque

   c. New Mexico State University

   d. HRD&TQ

   (C.1)

3. A manager tells a group of employees, "We had an audit hit because we have no formal training on this task. To satisfy this audit finding, I want everyone to sign off on the required reading that I just passed out." Is this a good practice? Why?

   a. YES -- the sign-offs will document completion of the formal training

   b. YES -- required reading is a simple way of satisfying formal training requirements

   c. NO -- required reading is not formal training

   d. NO -- signatures are not needed for required reading

   (D.1)

4. An employee assumes additional duties formerly performed by her supervisor. The employee's manager promptly reassesses the training requirements for the redefined job. Is this a good practice? Why?

   a. YES -- training needs for the redefined job may be different; regulatory requirements can apply

   b. NO -- training requirements are assessed as part of the annual performance review

   c. NO -- assessing training requirements is the responsibility of the Technical Training Section

   d. NO -- there is no need to reassess training requirements unless the employee changes jobs

   (E.1)

5. A supervisor notices a skill deficiency in a long-time employee who used to be competent in the oft-used skill. The supervisor recommends that the employee be scheduled for retraining. Is this a good practice? Why?

   a. YES -- when it comes to skills development, you cannot provide too much training

   b. YES -- if the employee was once competent in the desired skill, retraining will restore competence

   c. NO -- because the skill is used often, the supervisor should arrange feedback to improve performance

   d. NO -- because the skill is used often, the supervisor should arrange practice to improve performance

   (F.1)

6. A manager decides to send five employees to Chicago for pneumatic systems training. Because the manager already knows what she wants and has funds available, she does not consult HRD&TQ in advance. Is this a good practice? Why?

   a. YES -- HRD&TQ need not be involved unless there is some question as to what is needed

   b. YES -- HRD&TQ involvement in vendor-supplied training should be kept to a minimum

   c. NO -- HRD&TQ evaluates vendor training to assure that the training meets WID standards for quality

   d. NO -- HRD&TQ pays for vendor training out of the HRD&TQ budget

   (G.1)

7. A subcontract employee is brought on site to perform a task for which current qualification is prerequisite. The subcontract employee does not have a WID qualification, but does have equivalent experience. The task manager should

   a. put the employee through WID's qualification program.

   b. seek a qualification waiver based on the employee's equivalent experience.

   c. ignore the qualification requirement for this one instance.

   d. ask Technical Training to issue a certificate of qualification based on the employee's equivalent experience.

   (H.1)

8. A manager tells a new training scheduler, "One of your most important duties is to keep up with who needs to be trained by when." Is this good advice? Why?

   a. YES -- for many jobs at the WIPP, refresher training is mandated

   b. NO -- Technical Training keeps up with who needs to be trained by when

   c. NO -- Human Resources keeps up with who needs to be trained by when

   d. NO -- when a trainee misses a training due date, there is little consequence

   (I.1)

9. Three of 12 employees need a RCRA-required course. Their manager schedules the three, plus seven non-RCRA employees who are idle because of an equipment failure. Is this a good practice? Why?

   a. YES -- you cannot train too much

   b. YES -- training is a good option for filling last-minute schedule openings

   c. NO -- Technical Training directly notifies RCRA employees for scheduling; no action by the manager is needed

   d. NO -- only those who need the knowledge/skills from a course in their jobs should be selected for training

   (J.1)

10. A manager congratulates two employees on their employment anniversary. "You'll be hearing from Technical Training soon," he tells them. "They'll schedule you for refresher training." Is this good advice? Why?

    a. YES -- Technical Training handles scheduling and notification for General Employee Refresher Training

    b. NO -- the manager is responsible for scheduling the employees before their anniversary

    c. NO -- General Employee Refresher Training is required every two years, not annually

    d. NO -- Human Resources notifies employees directly when they are due for General Employee Refresher Training

    (I.3)

N. ANSWERS AND FEEDBACK FOR THE PRACTICE TEST

1. c. NO -- the reason for training at the WIPP is to develop or improve job performance

2. d. HRD&TQ

3. c. NO -- required reading is not formal training

4. a. YES -- training needs for the redefined job may be different; regulatory requirements can apply

5. c. NO -- because the skill is used often, the supervisor should arrange feedback to improve performance

6. c. NO -- HRD&TQ evaluates vendor training to assure that the training meets WID standards for quality

7. b. seek a qualification waiver based on the employee's equivalent experience.

8. a. YES -- for many jobs at the WIPP, refresher training is mandated

9. d. NO -- only those who need the knowledge/skills from a course in their jobs should be selected for training

10. b. NO -- the manager is responsible for scheduling the employees before their anniversary

If you scored 80 percent or higher on the practice test, you are ready to take the module examination; please proceeds to HRD&TQ.

If you scored less than 80 percent on the practice test, please re-read the module and take the practice test again. If you still have questions, contact the team leader, Professional Development or the manager, HRD&TQ.